First Grade Pacing Module 3 *with Suggested Modifications* **Key**

Optional Lesson

Extension Lesson

Remedial Lesson



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| --- | --- | --- | --- |
| Standards | Topic and Objectives | |  |
| **1.MD.1** | A | Indirect Comparison in Length Measurement  Lesson 1: Compare length directly and consider importance of aligning endpoints.  Lesson 2: Compare length using indirect comparison by finding objects *longer than*, *shorter than,* and *equal in length to* that of a string.  Lesson 3: Order three lengths using indirect comparison.    1 Day Math Task:  [Measuring Mammals Primary Level, Level A](http://insidemathematics.org/problems-of-the-month/pom-measuringmammals.pdf) This task explores the comparisons between size, length, longer and shorter in mammals.  [Rod Trains Levels A, B, and C](http://insidemathematics.org/problems-of-the-month/pom-rodtrains.pdf) This task helps students to use trains as a measurement of length. | **Days: 3**  **Optional Lesson 2**, this is a confusing lesson that is covered in both Lessons 1 and 3 (comparisons). Use if students need added practice or with a small group.  **Choose one** or use both if time allows. These help students go deeper with length concepts. |
| By the end of Topic A, your students should be able to:   * Use different objects to compare lengths using *longer than, shorter than or equal sentences* * Order objects by length   **Snapshot Assessment 1.MD.1 Problem 3**  Example: | | | |
| **1.MD.1**  **1.MD.2** | B | Standard Length Units  Lesson 4: Express the length of an object using centimeter cubes as length units to measure with no gaps or overlaps.  Lesson 5: Rename and measure with centimeter cubes, using their standard unit name of centimeters.  Lesson 6: Order, measure, and compare the length of objects before and after measuring  with centimeter cubes, solving *compare with difference unknown* word problems*.* | **Days: 2**  **Optional Lesson 5**, this is additional practice with using centimeter cubes. Use if students need added practice or with a small group if additional instruction is needed. |
| By the end of Topic B, your students should be able to:   * Use centimeter cubes to measure and describe using standard units (centimeters) * Answer *compare with difference unknown* problems about lengths of two different objects measured in centimeters * Reason about correctly and incorrectly measuring (see below)   **Snapshot Assessment 1.MD.2 Problem 3 Formative Assessment 1.MD.2 Exit Ticket from Lesson 6**  Example: Example/Part 2: | | | |
| **1.OA.1**  **1.MD.2** | C | Non-Standard and Standard Length Units  Lesson 7: Measure the same objects from Topic B with different non-standard units simultaneously to see the need to measure with a consistent unit.  Lesson 8: Understand the need to use the same units when comparing measurements with others.  Lesson 9: Answer *compare with difference unknown* problems about lengths of two different objects measured in centimeters. | **Days: 3** |
| By the end of Topic C, your students should be able to:   * Measure objects using non-standard units * Answer *compare with difference unknown* problems about lengths of two different objects measured in centimeters.   **Formative Assessment 1.MD.2 Problem Set 2 1.OA.1 Exit Ticket 9**  Recommend observing/conferring with students Example:  Measuring objects while working on Problem set for  Lesson 8  Example: | | | |
| **1.OA.1**  **1.MD.2**  **1.MD.4** | D | Data Interpretation  Lessons 10–11: Collect, sort, and organize data, then ask and answer questions about the number of data points.  Lessons 12–13: Ask and answer varied word problem types about a data set with three categories. | **Days: 4**  Data can be collected and organized, graphed, and/or displayed throughout daily activities such as calendar, weather, attendance, question of the day. Analyzing charts in non-fiction texts. |
| By the end of Topic D, your students should be able to:   * Use data collection to sort and organize * Ask/answer word problems with three categories of data   **Formative Assessment 1.MD.4 Exit Ticket from Lesson 13 Problem 1**  Example: | | | |
| *2 Days for Re-Assessment, Remediation and Enrichment*  [End-of-Module 3 Assessment Word Document](https://www.engageny.org/resource/grade-1-mathematics-module-3) | | | |
| ***Total Instructional Days: 14*** | | | |

Links Used: Module Assessments: <https://www.engageny.org/resource/grade-1-mathematics-module-3>

Measuring Mammals: <http://www.insidemathematics.org/assets/problems-of-the-month/measuring%20mammals.pdf>

Rod Trains: <http://www.insidemathematics.org/assets/problems-of-the-month/rod%20trains.pdf>